

## SPANISH 1 CURRICULUM UNIT #2

### North Smithfield and Burrillville School Departments (High School)

**TITLE OF UNIT#2:** **Mi día escolar** **COURSE** Spanish 1  
**DATE PRESENTED:** \_\_\_\_\_ **DATE DUE:** \_\_\_\_\_ **LENGTH OF TIME:** 45 days (1 quarter)

#### OVERVIEW OF UNIT:

Students will explore the topic of school. They will learn how to talk about their own school schedule in Spanish, naming and describing classes, describing teachers, saying what they do in each class using regular –ar verbs, and talking about their likes and dislikes with regards to their school day. We will begin reading *Pobre Ana*, a novel written for beginning Spanish students featuring teenage protagonists and topics relevant to students’ lives. Cultural topics will include Christmas celebrations in the Spanish-speaking world.

**Essential Question:**  
***What is your school day like?***  
***What type of clothing and school supplies do you buy for back-to-school shopping?***

#### STANDARDS:

COMMUNICATION	CULTURES	CONNECTIONS	COMPARISONS	COMMUNITIES	READING	WRITING
Communicate in more than one language in order to function in a variety of situations and for multiple purposes <ul style="list-style-type: none"> <li>Interpersonal Communication</li> <li>Interpretive Communication</li> <li>Presentational Communication</li> </ul>	Function with cultural competence and understanding <ul style="list-style-type: none"> <li>Relating Cultural Practices to Perspectives</li> <li>Relating Cultural Products to Perspectives</li> </ul>	Connect with other disciplines and acquire information in order to use the language to function in academic and career-related situations <ul style="list-style-type: none"> <li>Making Connections:</li> <li>Acquiring Information:</li> </ul>	Develop insight into the nature of language and culture in order to communicate and function with cultural competence <ul style="list-style-type: none"> <li>Language Comparisons</li> <li>Cultural Comparisons:</li> </ul>	Communicate and function with cultural competence in order to participate in multilingual communities at home and around the world <ul style="list-style-type: none"> <li>School and Community</li> <li>Lifelong Learning:</li> </ul>	<ul style="list-style-type: none"> <li>Key Ideas and Details</li> <li>Craft and Structure</li> <li>Integration of knowledge</li> <li>Range of Reading</li> </ul>	<ul style="list-style-type: none"> <li>Text Types and Purposes</li> <li>Production and Distribution</li> <li>Research to Build and Present Knowledge</li> <li>Range of Writing</li> </ul>

#### FOCUS STANDARDS : From the map

##### Communication:

- 1.1. Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
  - 1.1.1 accurate pronunciation
  - 1.1.3 adjective agreement
  - 1.1.4 questions and answers involving core vocabulary
  - 1.1.5 structures of basic sentences, paragraphs
  - 1.1.8 Spanish role playing
  - 1.1.9 opinions, preferences, and feelings
  - 1.1.10 information on a variety of simple topics.
  - 1.1.11 subject verb agreement
  - 1.1.12 short announcements
  - 1.1.14 advertisements, posters, menus, captions, cartoons
- 1.2. Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics
  - 1.2.4 vocabulary, parts of speech
  - 1.2.8 situational, context clues, cognates
  - 1.2.9 oral and written directions
  - 1.2.11 comprehension of information from simple and accessible Spanish
  - 1.2.12 main ideas of familiar texts and dialogues
  - 1.2.13 appropriate intonation and syllabic stress
  - 1.2.14 regional differences in pronunciation and vocabulary exist
  - RI.5.2 two or more main ideas of a text
- 1.3. Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
  - 1.3.1 reading strategies such as cognate recognition, context, and syntax
  - 1.3.2 Reads for a variety of purposes
  - 1.3.1 Follows written instructions in Spanish
  - 1.3.4 Reads a variety of narrative and informational texts

##### Cultures:

- 2.1. Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
  - 2.1.3 school life
  - 2.1.4 social customs and traditions of Spanish-speaking culture.
  - 2.1.5 dance and music
  - L.5.2 conventions of standard English capitalization, punctuation, and spelling

##### Connections:

- 3.1. Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
  - 3.1.1 mathematical notations and measurements
  - 3.1.2 parts of speech
  - 3.1.3 oral presentational skills
  - 3.1.4 technology skills
  - 3.1.5 arts, geography, technology
  - SL.9.5 use of digital media
- 3.2. Access and evaluate information and diverse perspectives that are available.
  - 3.2.1 research strategies
  - 3.2.2 appropriate reading strategies
  - 3.2.3 his/her culture and lifestyle to others'
  - 3.2.4 Listens attentively and analyzes various perspectives
  - RI.6.1 textual evidence
  - RI.6.2 central idea of a text

##### Comparisons:

- 4.1. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
  - 4.1.1 grammatical structure between Spanish and English
  - 4.1.2 cognates/false cognates and derivatives.
  - 4.1.3 idiomatic expressions
  - 4.1.4 predicts the meaning of words
  - 4.1.5 construction of negatives
  - 4.1.6 differences in language characteristics, e.g. gender agreement and syntax.
  - 4.1.7 pronunciation systems
  - L.9-10.5) figurative language, word relationships, and nuances
- 4.2. Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
  - 4.2.1 differences and similarities between the U.S. and Spanish-speaking cultures
  - 4.2.2 different forms of social etiquette
  - 4.2.3 cultural products and practices
  - 4.2.5 elements of various Spanish-speaking cultures
  - 4.2.6 dance and music of Spanish-speaking countries
  - 4.2.7 compares/contrast various Spanish-speaking cultures

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- L.5.3 conventions when writing, speaking, reading, or listening
- 2.2 Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- 2.2.1 products and perspectives that define the Hispanic cultures
- 2.2.2 music and watches Spanish-language material such as television, videos
- 2.2.4 differences and similarities that distinguish Spanish cultures from each other
- W.5.5 develops and strengthens writing
- L.4.4 clarify the meaning of unknown and multiple-meaning words and phrases
- L.4.5 figurative language, word relationships, and nuances in word meanings

#### Communities:

- 5.1 Use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- 5.1.2 knowledge of the target language and culture
- 5.1.3 international media and the arts
- 5.1.5 careers promoting bilingualism
- W.9.5 strengthen writing as needed by planning, revising, editing, rewriting
- 5.2 Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement
- 5.2.1 attend movies, plays, concerts, and art exhibits.
- 5.2.2 interpersonal skills in the target language, e.g. listening politely, working in groups, and communicating effectively.
- 5.2.3 listens to and sings along to music in the target language. (NS)

#### Expectations for Student Learning (High School only):

#### **ENDURING UNDERSTANDING: Big Ideas**

- -AR verbs
- Tener
- Basic clothing, Body parts
- School supplies and classroom objects
- School subjects
- Basic professions
- Holidays/customs, e.g. Christmas

#### **PRIOR KNOWLEDGE:**

- Numbers, calendar and time vocabulary, knowledge of adjectives and adjective agreement for describing people

#### **NEW KNOWLEDGE:**

- 1.1 Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

#### Essential Knowledge and Skills

- 1.1.1 Use accurate pronunciation.
- 1.1.3 Use adjective agreement to describe people, places, situations, and objects.
- 1.1.4 Construct questions and answer involving the core vocabulary and related ideas
- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. adverbs of frequency</li> <li>2. body parts (limited)</li> <li>3. clothing</li> <li>4. countries</li> <li>5. days, months, dates, calendar</li> <li>6. directions</li> <li>7. family</li> <li>8. geography/countries</li> <li>9. greetings</li> <li>10. home</li> <li>11. home/yard/room/objects in home (NS)</li> <li>12. idiomatic expressions</li> <li>13. interrogatives (forming asking questions)</li> <li>14. likes/dislikes</li> </ol> | <ol style="list-style-type: none"> <li>15. meals/food</li> <li>16. nature and environment</li> <li>17. numbers</li> <li>18. objects, classroom, school subjects</li> <li>19. personal/physical characteristics (adjectives)</li> <li>20. pets</li> <li>21. places in town</li> <li>22. prepositions</li> <li>23. professions</li> <li>24. seasons/weather</li> <li>25. sports/leisure activities</li> <li>26. time</li> <li>27. transportation/travel</li> </ol> |
|--|--|
- 1.1.5 Demonstrate mastery of structures of basic sentences, paragraphs in spoken language in order to sustain a conversation in Spanish.
- 1.1.8 Engage in Spanish role-playing situations where they request and receive information, goods, and services, such as going to a restaurant and ordering food.
- 1.1.9 Share opinions, preferences, and feelings in Spanish with classmates.
- 1.1.10 Present information on a variety of simple topics.
- 1.1.11 Communicate effectively using correct subject/verb agreement and sentence structure.
- 1.1.12 Prepare and present short announcements in Spanish, such as the current date, time, and weather information.
- 1.1.14 Prepare, illustrate, record and present materials in Spanish e.g. advertisements, posters, menus, captions, and cartoons.

#### Academic vocabulary

- adjective agreement
- commands
- formal/informal
- formal/informal
- interact
- negotiate
- pronunciation
- signed

#### Common Core State Standards – ELA

- Use knowledge of target language and its conventions when writing, speaking, reading, or listening. L.5.3

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#### Sample Progress Indicators

- Begin to extend, accept, and refuse invitations, formal and informal, oral and written, using expressions and behavior appropriate to varied situations.
- Begin to exchange information about personal events, memorable experiences, and other school subjects with classmates and/or peers in Spanish-speaking communities. They then use these data to compare, contrast, and express opinions and preferences.
- Use Spanish to acquire goods, services, or information orally and/or in writing.

#### Websites

### 1.2 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

#### Essential Knowledge and Skills

##### 1.2.4 Recognize and use

- |  |  |
|--|--|
| 1. affirmative tú commands                   | 12. hay  |
| 2. o to ue stem-changing verbs and jugar     | 13. indirect object pronoun (used with gustar) |
| 3. e ti ie stem-changing verbs               | 14. infinitives                                |
| 4. e to I stem changing verbs                | 15. ir   |
| 5. verbs with irregular yo forms (“go verbs) | 16. ir + a + infinitive                        |
| 6. capitalization                            | 17. irregular verbs in the present tense, e.g. |
| 7. dar                                       | 18. possessives                                |
| 8. encantar                                  | 19. present tense of AR/ER/IR verbs            |
| 9. estar                                     | 20. punctuation                                |
| 10. gustar                                   | 21. ser  |
| 11. hacer                                    | 22. subject pronouns                           |
|  | 23. subject/verb agreement                     |
|  | 24. tener                                      |

#### Academic vocabulary

- analyze
- comprehension
- interpret
- intonation
- realia

1.2.8 Infer meaning via situational, context clues, and cognates.

1.2.9 Understand and follow oral and written directions in Spanish related to daily classroom activities.

1.2.11 Demonstrate comprehension of information from simple and accessible Spanish –language materials.

1.2.12 Identify main ideas of familiar texts and dialogues, e.g. literary, cultural, informational and visual.

1.2.13 Detect appropriate intonation and syllabic stress.

1.2.14 Recognize that regional differences in pronunciation and vocabulary exist.

#### Common Core State Standards

- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. **RI.5.2**

#### Sample Progress Indicators

- Understand and follow oral and written directions in Spanish related to daily classroom activities.
- Understand spoken and written messages in Spanish on topics of personal interest, such as family life, leisure and school activities, and everyday occurrences.
- Understand and identify main ideas and principal characters in brief reading selections from Hispanic cultures.
- Understand information from simple and accessible Spanish –language realia.

#### Websites

### 1.3. Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

#### Essential Knowledge and Skills

1.3.1 Employ reading/writing strategies such as cognate recognition, context, and syntax to facilitate understanding of the text.

1.3.2 Read/write/communicate for a variety of purposes to:

- increase and reinforce vocabulary
- expand knowledge and cultural awareness
- reinforce the conventions of the language

1.3.3 Follow basic written instructions in Spanish.

#### Academic vocabulary

- explain
- inform
- integrates
- narrate
- persuade

#### Common Core State Standards

#### Sample Progress Indicators

- Prepare and present short announcements in Spanish, such as the current date, time, and weather information.

#### Websites

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- Prepare and present brief reports in Spanish about personal experiences, school happenings, and current events.
- Prepare, illustrate, and present materials in Spanish, such as advertisements, posters, and menus.

#### 2.1.1 Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

##### Essential Knowledge and Skills

Academic vocabulary

- 2.1.3 Identify the similarities and differences between school life in their own region and in one or more Spanish-speaking countries.
- 2.1.4 Explore the unique social customs and traditions of the Spanish-speaking cultures.
- 2.1.5 Recognize the dance and music of different cultures.

##### Common Core State Standards

- Recognize the dance and music of different countries.
  - Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.
  - Use punctuation to separate items in a series.\*
  - Use a comma to separate an introductory element from the rest of the sentence.
  - Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
  - Use underlining, quotation marks, or italics to indicate titles of works.
  - Spell grade-appropriate words correctly, consulting references as needed. **L.5.2**
- Use knowledge of target language and its conventions when writing, speaking, reading, or listening. **L.5.3**

##### Sample Progress Indicators

Websites

- Learn about and participate in age-appropriate cultural practices such as leading games, taking turns, playing sports, and attending musical, dance, and dramatic performances.
- Participate in real or simulated age-appropriate cultural occurrences related to special events or personal occasions, such as saint's days and birthday celebrations, and graduation exercises within the context of Hispanic cultures.

#### 2.2 Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

##### Essential Knowledge and Skills

Academic vocabulary

- 2.2.1 Explore the products and perspectives that define the Spanish-speaking cultures (e.g. art museums, monuments, foods and cultural icons).
- 2.2.2 Listen to music and watches Spanish-language films/videos that are popular with young people in various parts of the world.
- 2.2.4 Recognize the differences and similarities that distinguish Spanish cultures from each other.

##### Common Core State Standards

- With guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach. **W.5.5**
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade target language reading and content, choosing flexibly from a range of strategies.
  - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
  - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
  - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **L.4.4**
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
  - Recognize and explain the meaning of common idioms, adages, and proverbs.
  - Demonstrate understanding of words by relating them to their opposites (antonyms)
  - and to words with similar but not identical meanings (synonyms). **L.4.5**

##### Sample Progress Indicators

Websites

- Identify and learn about products reflecting the lifestyle of people in various Hispanic communities, such as household items, clothing, and foods.
- Listen to music and watch Spanish-language films/videos that are popular with young people in various parts of the world
- Learn about and recognize artistic contributions from Hispanic cultures in areas such as art, music, dance, drama, theater, film, fashion, and cuisine.

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**3.1 Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.**

**Essential Knowledge and Skills**

- 3.1.1 Recognize and use basic mathematical notations and measurements, such as:
- 24-hour clock
  - currency
  - decimal usage
  - metric system
  - temperature
  - as used in the Spanish-speaking world
- 3.1.2 Identify and use parts of speech that include
- nouns
  - verbs
  - adverbs
  - gerunds
  - subjects
  - adjectives
  - pronouns
  - interrogatives
  - prepositions
- 3.1.3 Strengthen oral presentational skills in target language and English through:
- presentations
  - dialogues
  - role playing
  - communication activities, etc.
- 3.1.4 Use technology skills including but not limited to:
- Word processing software (insertion of special characters and diacritical marks)
  - Presentation software
  - Internet search/research
  - Electronic translation tools (on-line dictionary vs. web translator)
  - Web pages
- to demonstrate understanding of the target language.
- 3.1.5 Examine basic
- arts
    - dance
    - music
    - artists and their work
  - geography of the Spanish speaking world
    - climate
    - continents
    - bodies of water
  - technology
    - research
    - wiki
    - Power point™
    - Websites
    - Google docs™
    - "Bring your own device"

**Academic vocabulary**

- expand
- solve problems

**Common Core State Standards**

- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **SL.9.5**

**Sample Progress Indicators**

- Read from a variety of non-fiction sources, listen to and discuss Spanish history and culture, school subjects, etc. and sports as they relate to the Spanish speaking world.
- Present oral or written reports in basic Spanish that may be studied in other classes.

**Websites**

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#### 3.2 Access and evaluate information and diverse perspectives that are available.

##### Essential Knowledge and Skills

- 3.2.1 Utilize a variety of research strategies (e.g. summarizing, using graphic organizers, note-taking).
- 3.2.2 Employ appropriate reading strategies e.g. summarizing and Think- Pair-Share, choral reading, read-aloud, guessing meaning from context.
- 3.2.3 Self-assess world views by comparing/contrasting his/her culture to others'.
- 3.2.4 Listen attentively and analyzes various perspectives, e.g. nuances with language tú vs. Ud.

Academic vocabulary

##### Common Core State Standards

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI 6.1**
- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. **RI 6.2**

##### Sample Progress Indicators

- Read, listen to, and talk about Spanish-language folk tales, short stories, and poems that have been written for young people.
- Examine artists from Hispanic countries to see how they portray their homeland and fellow citizens.
- Gather information from authentic French materials, such as books, newspapers, magazines or the Internet, to create short reports on topics of interest.
- Interview Spanish speakers in their community about their childhood on topics such as family life, school, hobbies, and leisure activities.

Websites

#### 4.1 Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

##### Essential Knowledge and Skills

- 4.1.1 Compare grammar and structure between Spanish and English.
- 4.1.2 Recognize and use cognates/false cognates and derivatives.
- 4.1.3 Compare and contrast the use of idioms.
- 4.1.4 Predict the meaning of words based on prior knowledge.
- 4.1.5 Compare the construction of negatives between Spanish and English.
- 4.1.6 Identify differences in language characteristics, e.g. gender agreement and syntax.
- 4.1.7 Identify differences in pronunciation systems.

Academic vocabulary

- Hypothesize

##### Common Core State Standards

- Demonstrates understanding of figurative language, word relationships, and nuances in word meanings.
  - Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
  - Analyze nuances in the meaning of words with similar denotations **(L.9-10.5)**

##### Sample Progress Indicators

- Hypothesize about the relationship between English and Spanish based on their awareness of cognates (*la reata - lariat; montaña - mountain; educación - education; universidad - university; estudiante - student*) and the similarity of idioms (*de tal palo, tal astilla - a chip off the old block*).
- Demonstrate an awareness of ways of expressing respect and communicating status differences in their own language and in Spanish, such as *señor, señorita, señora - Mr., Miss, Mrs., Ms./Sir, Ma'am; Maestra/Maestro*; and the familiar and formal forms of verbs.
- Demonstrate awareness that English and Spanish have sound distinctions that they must master to communicate meaning (*pero-perro*).

Websites

#### 4.2 Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

##### Essential Knowledge and Skills

- 4.2.1 Discuss and analyzes the differences and similarities between American and Spanish-speaking cultures.
- 4.2.2 Identify different forms of social etiquette, e.g. forms of address, body language, and greetings.
- 4.2.3 Compare cultural products and practices, e.g. sports, holidays, and foods, e.g. Day of the Dead and Christmas, Cinco de Mayo
- 4.2.5 Identify elements of various Spanish-speaking cultures.
- 4.2.6 Compare dance and music of Spanish-speaking countries to each other and to those of the US.

Academic vocabulary

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4.2.7 Compare and contrast various Spanish-speaking cultures.

#### Sample Progress Indicators

Websites

- Contrast verbal and non-verbal behavior within particular activities in Hispanic cultures and their own, such as table manners, formal and informal greetings, and saying “*Buen provecho*”).
- Demonstrate an awareness that they, too, have a culture, by comparing sample daily activities in Hispanic cultures and their own (e.g., mealtimes as family events including *sobremesa*; *dating* customs in both cultures).
- Speculate on why certain products are important to cultures by analyzing selected products from Hispanic cultures and their own (7alaveras – jack-o-lanterns; *tortilleras* – bread machines; *colectivos*, *busetas* – buses vs. automobiles).
- Hypothesize about the relationship between cultural perspectives and expressive products such as music, visual arts, performing arts, and appropriate forms of literature by analyzing selected products from Hispanic cultures and their own (*artesanías*; folk songs and dances).

**5.1 Use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.**

#### Essential Knowledge and Skills

Academic vocabulary

- 5.1.1 Identify and shares examples of the target language in daily life.
- 5.1.2 Share knowledge of the target language and culture with others.
- 5.1.3 Access international media and the arts.
- 5.1.4 Use the target language in the school community, e.g.
  - greeting one another in hallways in target language
  - introducing one’s friends to each other in target language
  - labeling items around the school in the target language
  - giving a weather report in the target language
  - giving a greeting/phrase of the week in the target language
  - writing a letter in the target language
- 5.1.5 Reflect on and discusses careers promoting bilingualism

#### Common Core State Standards

- W.9.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate transitions to clarify the relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from the information or explanation presented **W.9.2** (English writing)
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **W.9.5** (English writing)
- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. **W.9.7** (English writing)

#### Sample Progress Indicators

Websites

- Talk about favorite activities (*deportes*, *pasatiempos*, *música*) in Spanish with peers.
- Visit Spanish language sites on the Internet to prepare poster sessions about Spanish-speaking countries.

**5.2 Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement**

#### Essential Knowledge and Skills

Academic vocabulary

- 5.2.1 Apply acquired knowledge for personal enrichment, such as attending movies, plays, concerts, and art exhibits.
- 5.2.2 Demonstrate interpersonal skills in the target language, e.g. listening politely, working in groups, and communicating effectively.
- 5.2.3 Demonstrate logical decision-making in real life situations, such as ordering from a menu, shopping in a store, etc.

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#### Sample Progress Indicators

Websites

- Read authentic materials (*Tú* magazine, *microcuentos y leyendas*, teen novels like *Pobre Ana* for personal enjoyment.
- Listen to, sing, and play music from Spanish-speaking countries for personal entertainment.
- Participate in Spanish Club activities.

#### **SUGGESTED WORKS:**

#### LITERARY TEXTS

##### STORIES

##### POETRY

##### DRAMA

##### OTHER

- [Pobre Ana](#)

#### INFORMATIONAL TEXT

##### NONFICTION

##### BIOGRAPHIES

##### MEMOIRS

##### SPEECHES, PUBLIC DOCUMENTS

- [Buen Viaje](#), Glencoe Spanish 1
- [Exploring Spanish](#)
- [Amsco](#)

#### **ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS:** see curriculum

- |                               |                                |                                     |                          |
|-------------------------------|--------------------------------|-------------------------------------|--------------------------|
| 1. Anecdotal records          | 8. Graphic organizers          | 15. Multi-media/technology          | 21. Research             |
| 2. Class discussion           | 9. Informational text response | 16. Narrative writing               | 22. Role playing         |
| 3. Conferencing               | 10. Interviews                 | 17. Non- linguistic representations | 23. Rubrics/checklists   |
| 4. Constructed responses      | 11. Informative writing        | 18. Note taking and summarizing     | 24. Tests and quizzes    |
| 5. Dramatization/role playing | 12. Journal                    | 19. Oral presentation               | 25. Technology           |
| 6. Exhibits                   | 13. Literature response        | 20. RAISE                           | 26. Think-alouds         |
| 7. Grammar and usage          | 14. Media appreciation         |                                     | 27. Vocabulary word wall |
|                               |                                |                                     | 28. Writer's notebook    |
|                               |                                |                                     | 29. Word Study           |

#### REQUIRED COMMON ASSESSMENTS

- Mid-term exam (HS)
- Final exam (HS)
- Common Task (HS)

#### Narrative

- Clothing

#### Informational

- School Schedule

#### Routine writing

- Sentence formation
- Q/A
- Friendly letter
- Venn Diagram (compare & contrast)

#### Research

- Christmas tradition

#### **HIGHER ORDER THINKING SKILLS:** Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

##### Web's Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

##### Bloom's Taxonomy

- apply
- analyze
- synthesize/create
- evaluate



## SPANISH 1 CURRICULUM UNIT #2

### North Smithfield and Burrillville School Departments (High School)

#### ADDITIONAL RESOURCES:

##### Websites

- [www.actfl.org](http://www.actfl.org)
- [www.corestandards.org](http://www.corestandards.org)
- [www.ride.ri.gov](http://www.ride.ri.gov)
- <http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20jv.pdf> (instructional strategies)
- [www.conjuguemos.com](http://www.conjuguemos.com)
- [www.quia.com](http://www.quia.com)
- [www.wordreference.com](http://www.wordreference.com)
- [www.studyspanish.com](http://www.studyspanish.com)
- [www.pandor.com](http://www.pandor.com) target language station (and other Internet radio stations)

##### Audio/video

- Ancillary textbook materials: CD programs, DVD program, "Vdieo marathon" review game
- Music CD's and digital files of popular music
- Educational You tube for music videos in target language, commercials, video clips of realia, learning for beginners
- Films in target language
- Voice memo recorder on i-phone to create audio books and audio vocabulary lists
- Language lab activities and assessments

##### Materials

- Flashcards
- Sentence strips
- Calendars and clocks
- Realia, e.g. currency, posters, menus

#### VOCABULARY

- |                       |                   |              |                  |
|-----------------------|-------------------|--------------|------------------|
| • adjective agreement | • explain         | • interact   | • persuade       |
| • analyze             | • formal/informal | • interpret  | • pronunciation  |
| • commands            | • formal/informal | • intonation | • realia         |
| • comprehension       | • inform          | • narrate    | • signed         |
| • cognates            | • integrates      | • negotiate  | • solve problems |
| • expand              |                   |              |                  |

**SPANISH 1 CURRICULUM UNIT #2**  
**North Smithfield and Burrillville School Departments (High School)**

**LESSON PLAN for UNIT (Complete during the school year)**

**LESSONS**

- Lesson # 1 Summary:**
  
- Lesson #2 Summary:**
  
- Lesson #3 Summary:**

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**OBJECTIVES for LESSON # \_\_\_\_\_**

- Materials/Resources:**
  
- Procedures:**
  - **Lead –in**
  
  - **Step by step**
  
  - **Closure**
  
- Instructional strategies:** see curriculum introduction
  
- Assessments:** see curriculum introduction
  - **Formative**
  
  
  - **Summative**